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ABSTRACT

This booklet of academic standards spells out what students should know and be able to do in Grade 12 English/Language Arts. The booklet gives examples to help students understand what is required to meet the standards and provides parents with a list of 10 things they can do to help their child get a good education. It outlines the following seven standards for Grade 12 English/Language Arts: (1) Reading: Word Recognition, Fluency, and Vocabulary Development--Students apply their knowledge of word origins to determine the meaning of new words encountered in reading and use those words accurately; (2) Reading: Reading Comprehension--Students read and understand grade-level-appropriate material; they analyze organizational patterns and evaluate authors' arguments and positions; (3) Reading: Literary Response and Analysis--Students read and respond to grade-level-appropriate historically or culturally significant works of literature that reflect and enhance their study of history and social science; (4) Writing: Writing Process--Students write coherent and focused texts that show a well-defined point of view and reasoned argument; (5) Writing: Writing Applications--At Grade 12, students continue to combine the rhetorical strategies of narration, exposition, persuasion, and description to produce reflective compositions, historical investigation reports, and job applications and resume; and to deliver multimedia presentations; (6) Writing: Written English Language Conventions--Students write using Standard English conventions; and (7) Listening and Speaking: Skills, Strategies, and Applications--Students formulate thoughtful judgments about oral communication; they deliver focused and coherent presentations that convey clear perspectives and demonstrate solid reasoning. (NKA)

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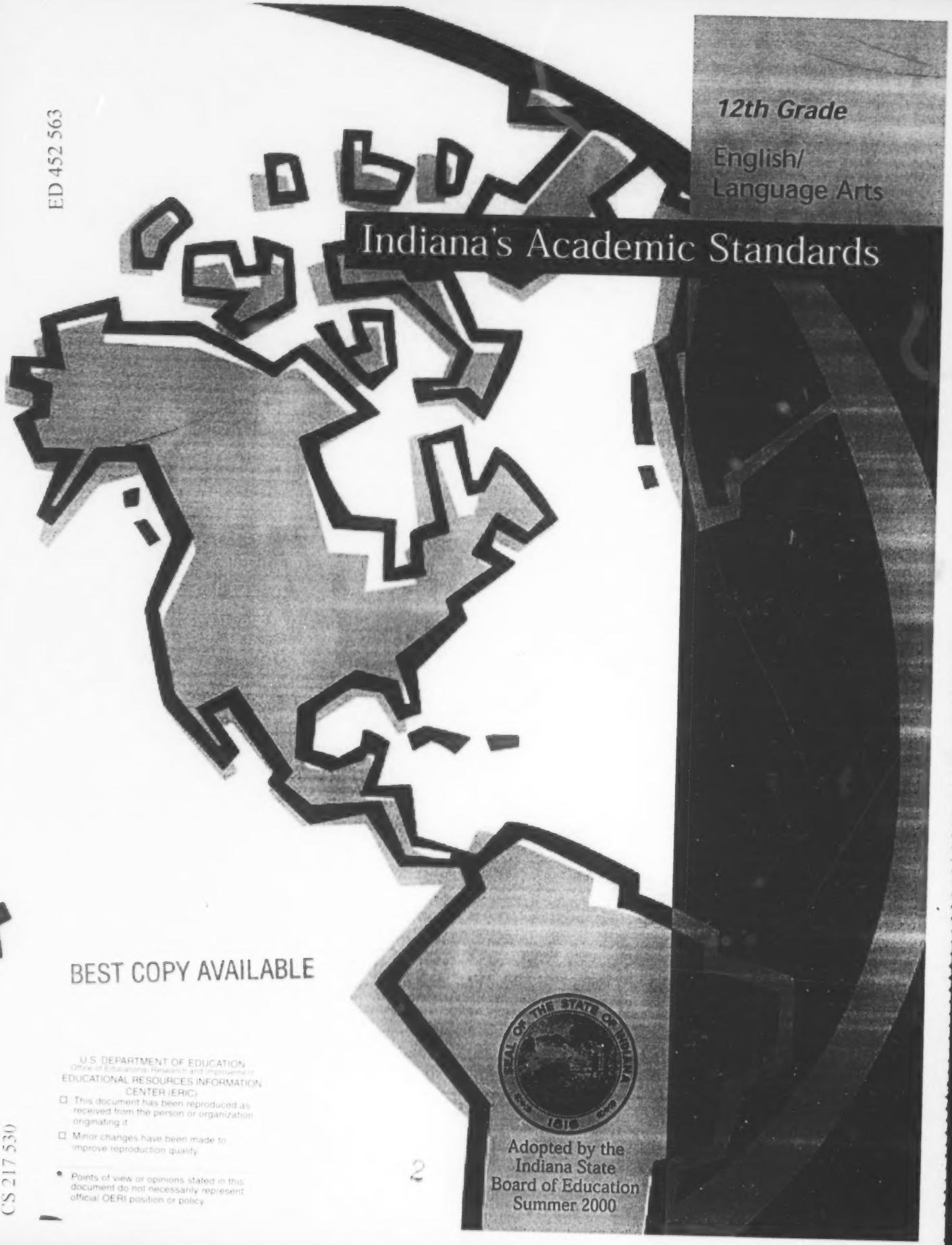

12th Grade

English/ Language Arts

Indiana's Academic Standards

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CS 217 530

Adopted by the Indiana State Board of Education Summer 2000

Dear Student,

The world is changing fast. In order for you to succeed in school, at work, and in the community, you will need more skills and knowledge than ever before.

Getting in shape academically is the single most important thing you can do to prepare for a successful future.

This booklet of academic standards clearly spells out what you should know and be able to do in Grade 12 English/Language Arts. Examples are given to help you understand what is required to meet the standards. **Please review this guide with your teachers and share it with your parents and family.**

Whether you go on to be a surgeon, computer technician, teacher, or airplane mechanic, learning never stops. There will always be a more demanding computer application, a new invention, or a more complex project awaiting you.

To be ready for tomorrow — get in top academic shape today. Use this guide year round to check your progress.

Dear Parent,

The demand is greater than ever for people who can read, write, and speak effectively, analyze problems and set priorities, learn new things quickly, take initiative, and work in teams. Technology has already transported us into a time where the next e-commerce opportunity is limited only by our imagination.

That's why Indiana has established new academic standards in English/Language Arts and Mathematics. These world-class standards outline what your child should know and be able to do in each subject, at each grade level.

Indiana's new standards were recommended by Indiana's Education Roundtable and adopted by the State Board of Education. According to Achieve, Inc., these new academic standards are "among the most understandable and rigorous standards in the nation."

Higher academic standards pose a challenge, but Indiana students have shown they can measure up. Our students know that higher expectations lead to greater rewards — and they're prepared to work harder. We know that by setting specific goals, everyone wins. Teachers have clear targets, students know what's expected, and you have detailed information about your child's strengths and weaknesses.

Your child will begin work toward meeting these new standards immediately. The ISTEP+ state assessments will be aligned to measure these higher expectations and phased in for students in Grades 3, 6, and 8 in 2002 and for students in Grade 10 in 2004. English/Language Arts for Grade 12 is a Core 40 course. The Core 40 end-of-course assessments will be aligned to measure the new standards beginning in 2002.

How can you be sure your child will be ready to meet these challenges? First, keep in mind that learning doesn't take place only in the classroom. Children spend far more time at home than they do in school. How they spend their time at home can make a difference. That's where your help is so important.

Here's a list of ten things you can do to help your child get a good education. **Nothing will have a bigger impact on your child's success than your involvement in his or her education.** We hope you use this guide as a tool to help your child succeed today and in the future.

Sincerely,

Frank O'Bannon
Governor Frank O'Bannon

Dr. Suellen Reed
Dr. Suellen Reed,
Superintendent of Public Instruction

Stan Jones
Stan Jones,
Commissioner for Higher Education

10 things you can do to help your child succeed

1. **Build relationships with your child's teachers.** Find out what each teacher expects of your child and how you can help your child prepare to meet those expectations.

2. **Read.** Reading is the foundation for all learning. Read to your young child, encourage your older child to read to you, or spend time together as a family reading. All this helps your child develop strong reading habits and skills from the beginning and then reinforces these habits and skills as your child grows. Reading is one of the most important contributions you can make to your child's education.

3. **Practice writing at home.** Letters, journal entries, and grocery lists are all writing opportunities. Show that writing is a very effective form of communication and that you write for a variety of purposes.

4. **Make math part of everyday life.** Cooking, gardening, paying bills, and even shopping are all good ways to help your child understand and use mathematics skills. Show that there may be many ways to get to the right answer and encourage your child to explain his or her method.

5. **Ask your child to explain his or her thinking.** Ask lots of "why" questions. Children should be able to explain their reasoning, how they came up with the right answer, and why they chose one answer over another.

6. **Expect that homework will be done.** Keep track of your child's homework assignments and regularly look at his or her completed work. Some teachers now give parents a number to call for a recorded message of that day's homework assignments; others put the information on the Internet. If your school doesn't offer these features, talk to the teacher about how you can get this important information. Even if there aren't specific homework assignments, find out how you can stay informed about what your child is working on so that you can help at home.

7. **Use the community as a classroom.** Feed your child's curiosity about the world 365 days a year. Use the library to learn more about the history of your town. A visit to a farmers' market can help your child picture our state's rich agricultural tradition. Take your young child to zoos and parks and your older child to museums and workplaces to show how learning connects to the real world.

8. **Encourage group study.** Open your home to your child's friends for informal study sessions. Promote outside formal study groups through church or school organizations or other groups, such as the Girl Scouts or Boy Scouts. Study groups will be especially important as your child becomes older and more independent.

9. **Help other parents understand academic expectations.** Use your school newsletter, a PTA or PTO meeting, or just a casual conversation to help other parents understand what academic standards mean for them, their child, and their school and how they can help their child learn at home.

10. **Spend time in the classroom.** The best way to know what goes on in your child's school is to spend time there. If you're a working parent, this isn't easy, and you may not be able to do it very often. But "once in a while" is better than "never."

Remember: *You are the most important influence on your child. Indiana's Academic Standards give you an important tool to ensure your child gets the best education possible.*

Standard 1

READING: Word Recognition, Fluency, and Vocabulary Development

Students apply their knowledge of word origins (words from other languages or from history or literature) to determine the meaning of new words encountered in reading and use those words accurately.

Vocabulary and Concept Development

- Understand unfamiliar words based on characters or themes in literature or on historical events.

  Example: Understand the meaning of words like *Dickensian* (like characters and behaviors created by Charles Dickens), *quisling* (a traitor to his country like Vidkun Quisling who helped the Nazis conquer Norway), or *Draconian* (like severe laws made by Athenian lawmaker Draco).

- Apply knowledge of Greek, Latin, and Anglo-Saxon roots and word parts to draw inferences about new words that have been created in the fields of science and math (*gene splicing, genetic engineering*).

- Analyze the meaning of analogies encountered, analyzing specific comparisons as well as relationships and inferences.

  Example: Consider what is meant by literary comparisons and analogies, such as Shakespeare's phrases: *a sea change* or *A rose by any other name would still smell as sweet.*

Standard 2

READING: Reading Comprehension
(Focus on Informational Materials)

Students read and understand grade-level-appropriate material. They analyze the organizational patterns and evaluate authors' arguments and positions. The selections in the **Indiana Reading List** *(available online at www.doe.state.in.us/standards/readinglist.html) illustrate the quality and complexity of the materials to be read by students. At Grade 12, in addition to regular classroom reading, students read a wide variety of classic and contemporary literature, poetry, magazines, newspapers, reference materials, technical resources, and online information.*

Structural Features of Informational and Technical Materials

- Analyze both the features and the rhetorical (communication) devices of different types of public documents, such as policy statements, speeches, or debates, and the way in which authors use those features and devices.

  Example: Evaluate a famous political speech, such as Abraham Lincoln's "Gettysburg Address" or John F. Kennedy's 1960 inaugural address, and describe the rhetorical devices used to capture the audience's attention and convey a unified message.

Comprehension and Analysis of Grade-Level-Appropriate Text

- Analyze the way in which clarity of meaning is affected by the patterns of organization, repetition of the main ideas, organization of language, and word choice in the text.

  Example: Analyze speeches of Winston Churchill to examine the way his language influences the impact of his message.

- Verify and clarify facts presented in several types of expository texts by using a variety of consumer, workplace, and public, and historical documents.

  Example: Verify information in state and federal work safety laws by checking with an employer about internal company policies on employee safety.

- Make reasonable assertions about an author's arguments by using hypothetical situations or elements of the text to defend and clarify interpretations.

  Example: Read Upton Sinclair's *The Jungle* and evaluate the validity of Sinclair's arguments for government regulation of the food industry. Evaluate whether this message of social reform was well presented in a fictional context, and how it might have been differently presented as an informational text.

- Analyze an author's implicit and explicit assumptions and beliefs about a subject.

  Example: After reading excerpts from British physicist Stephen W. Hawking's *Black Holes and Baby Universes and Other Essays*, evaluate how the author conveys explicit information to the reader. Analyze the author's unstated philosophical assumptions about the subject.

Expository (Informational) Critique

- Critique the power, validity, and truthfulness of arguments set forth in public documents; their appeal to both friendly and hostile audiences; and the extent to which the arguments anticipate and address reader concerns and counterclaims.

  Example: Evaluate campaign documents from different candidates for a local or school election or opposing position papers on a policy issue, such as building a new state highway or raising taxes, and critique the arguments set forth. Address such issues as how candidates/supporters of an issue try to persuade readers by asserting their authority on the issues and appealing to reason and emotion among readers.

Standard 3

READING: Literary Response and Analysis

Students read and respond to grade-level-appropriate historically or culturally significant works of literature that reflect and enhance their study of history and social science. They conduct in-depth analyses of recurrent themes. The selections in the **Indiana Reading List** *(available online at www.doe.state.in.us/standards/readinglist.html) illustrate the quality and complexity of the materials to be read by students.*

Structural Features of Literature

- Evaluate characteristics of subgenres, types of writing such as satire, parody, allegory, and pastoral that are used in poetry, prose, plays, novels, short stories, essays, and other basic genres.
  - Satire: using humor to point out weaknesses of people and society
  - Parody: using humor to imitate or mock a person or situation
  - Allegory: using of fictional figures and actions to express truths about human experiences
  - Pastoral: showing life in the country in an idealistic — and not necessarily realistic — way

  Example: Read and evaluate the allegorical aspects of the novel *Animal Farm* by George Orwell.

Narrative Analysis of Grade-Level-Appropriate Text

- Evaluate the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim.

  Example: Evaluate the theme of a work, such as *The Return of the Native* by Thomas Hardy. Locate the words or passages that support this understanding.

- Analyze the ways in which irony, tone, mood, the author's style, and the "sound" of language achieve specific rhetorical or aesthetic purposes or both.

  Example: Evaluate the use of irony and tone that Jane Austen uses in novels such as *Pride and Prejudice* or *Sense and Sensibility*.

- Analyze ways in which poets use imagery, personification, figures of speech, and sounds to evoke readers' emotions.

  Example: Explore the relationship between the figurative and the literal in texts such as "The Nun's Priest's Tale" and "The Pardoner's Tale" by Geoffrey Chaucer and "The Rime of the Ancient Mariner" by Samuel Taylor Coleridge.

- Analyze recognized works of British literature representing a variety of genres and traditions that:
  - trace the development of British literature.
  - contrast the major themes, styles, and trends in each period.
  - evaluate the influences (philosophical, political, religious, ethical, and social) of the historical period for a given novel that shaped the characters, plot, and setting.

  Example: Read and evaluate works from different periods of British literature, such as *Beowulf* (Anglo-Saxon), *The Prologue: The Canterbury Tales* by Geoffrey Chaucer (Medieval), Shakespeare's *Sonnets* (Renaissance), *Paradise Lost* by John Milton (Seventeenth Century), *A Journal of the Plague Year* by Daniel Defoe and "The Tiger" by William Blake (Restoration and the Eighteenth Century), *Frankenstein* by Mary Shelley and "Ode to the West Wind" by Percy Bysshe Shelley (Romantic Age), "My Last Duchess" by Robert Browning (Victorian Age), and *Across the Bridge* by Graham Greene (Twentieth Century).

- Evaluate the way in which authors have used archetypes (models or patterns) drawn from myth and tradition in literature, film, political speeches, and religious writings.

  Example: Explain how the archetype of "the fall," or the banishment of Adam and Eve from the Garden of Eden, may be used to interpret Shakespeare's *The Tragedy of Macbeth.*

- Analyze recognized works of world literature from a variety of authors that:
  - contrast the major literary forms, techniques, and characteristics from different major literary periods, such as Homeric Greece, Medieval, Romantic, Neoclassic, or the Modern Period.
  - relate literary works and authors to the major themes and issues of their literary period.
  - evaluate the influences (philosophical, political, religious, ethical, and social) of the historical period for a given novel that shaped the characters, plot, and setting.

  Example: Read and evaluate works of world literature, such as *The Inferno of Dante* by Dante Alighieri (translated by Robert Pinsky), *Candide* by Voltaire, *I Have Visited Again* by Alexander Pushkin, *Question and Answer Among the Mountains* by Li Po, *Anna Karenina* or *War and Peace* by Leo Tolstoy, *Night* by Elie Wiesel, and *The Ring* by Isak Dinesen.

Literary Criticism

- Evaluate the clarity and consistency of political assumptions in a selection of literary works or essays on a topic.

  Example: Read excerpts from different novels by Charles Dickens and evaluate the treatment of children throughout these works.

- Evaluate the philosophical arguments presented in literary works and the use of dialogue to reveal character to determine whether the authors' positions have contributed to the quality of each work and the credibility of the characters.

  Example: Read Samuel Becket's *Waiting for Godot* or Shakespeare's *Hamlet* and evaluate the philosophical approach presented in each, and what each author seems to be saying about the human condition.

Standard 4

WRITING: Writing Process

Students write coherent and focused texts that show a well-defined point of view and tightly reasoned argument. The writing demonstrates students' progression through the stages of the writing process (prewriting, writing, editing, and revising).

Organization and Focus

- Engage in conversations with peers and the teacher to plan writing, to evaluate how well writing achieves its purposes, and to explain personal reaction to the task.
- Demonstrate an understanding of the elements of discourse, such as purpose, speaker, audience, and form, when completing narrative, expository, persuasive, or descriptive writing assignments.
- Use point of view, characterization, style, and related elements for specific rhetorical (communication) and aesthetic (artistic) purposes.
- Structure ideas and arguments in a sustained and persuasive way and support them with precise and relevant examples.
- Enhance meaning by using rhetorical devices, including the extended use of parallelism, repetition, and analogy and the issuance of a call for action.
- Use language in creative and vivid ways to establish a specific tone.

Research and Technology

- Develop presentations by using clear research questions and creative and critical research strategies, such as field studies, oral histories, interviews, experiments, and Internet sources.
- Use systematic strategies to organize and record information, such as anecdotal scripting or annotated bibliographies.
- Use technology for all aspects of creating, revising, editing, and publishing.

Evaluation and Revision

- Accumulate, review, and evaluate written work to determine its strengths and weaknesses and to set goals as a writer.
- Revise, edit, and proofread one's own writing, as well as that of others, using an editing checklist.
- Further develop unique writing style and voice, improve sentence variety, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and form of writing.

Standard 5

WRITING: Writing Applications

(Different Types of Writing and Their Characteristics)

At Grade 12, students continue to combine the rhetorical strategies of narration, exposition, persuasion, and description; to produce reflective compositions, historical investigation reports, and job applications and résumés; and to deliver multimedia presentations. Student writing demonstrates a command of Standard English and the research, organizational, and drafting strategies outlined in Standard 4 — Writing Process. Writing demonstrates an awareness of the audience (intended reader) and purpose for writing.

In addition to producing the different writing forms introduced in earlier grades, Grade 12 students use the writing strategies outlined in Standard 4 — Writing Process to:

- Write fictional, autobiographical, or biographical narratives that:
  - narrate a sequence of events and communicate their significance to the audience.
  - locate scenes and incidents in specific places.
  - describe with specific details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the characters; use interior monologue (what the character says silently to self) to show the character's feelings.
  - pace the presentation of actions to accommodate changes in time and mood.

  Example: After reading from Geoffrey Chaucer's *The Canterbury Tales*, write your own version of a traveler's tale.

- Write responses to literature that:
  - demonstrate a comprehensive understanding of the significant ideas in works or passages.
  - analyze the use of imagery, language, universal themes, and unique aspects of the text.
  - support important ideas and viewpoints through accurate and detailed references to the text and to other works.
  - demonstrate an understanding of the author's style and an appreciation of the effects created.
  - identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.

  Example: Analyze the events, point of view, and characterization in Virginia Woolf's novel *Mrs. Dalloway*. Write an essay arguing whether or not criticism of her work is valid.

- Write reflective compositions that:
  - explore the significance of personal experiences, events, conditions, or concerns by using rhetorical strategies, including narration, description, exposition, and persuasion.
  - draw comparisons between specific incidents and broader themes that illustrate the writer's important beliefs or generalizations about life.
  - maintain a balance in describing individual incidents and relate those incidents to more general and abstract ideas.

  Example: Write a reflective essay for fellow students on the significance of family in one's life or on growing up at the turn of the 21st century. Make personal observations, but connect them to a larger theme of interest to your audience.

- Write historical investigation reports that:
  - use exposition, narration, description, argumentation, or some combination of rhetorical strategies to support the main argument.
  - analyze several historical records of a single event, examining critical relationships between elements of the topic.
  - explain the perceived reason or reasons for the similarities and differences in historical records with information derived from primary and secondary sources to support or enhance the presentation.
  - include information from all relevant perspectives and take into consideration the validity and reliability of sources.
  - include a formal bibliography.

  Example: Write a historical investigation report on the death of Diana, Princess of Wales. Include perspectives from newspapers or accounts of witnesses. Place the event into the larger societal context of the time, and indicate how or if the event has impacted the British and people from around the world.

- Write job applications and résumés that:
  - provide clear and purposeful information and address the intended audience appropriately.
  - use varied levels, patterns, and types of language to achieve intended effects and aid comprehension.
  - modify the tone to fit the purpose and audience.
  - follow the conventional style for that type of document (a résumé or cover letter of application) and use page formats, fonts (typefaces), and spacing that contribute to the readability and impact of the document.

  Example: Respond to a classified advertisement for a position in a field of interest or complete an application for college. Include a résumé and a detailed cover letter, outlining your skills and their match to the requirements of the position or the school.

- Use varied and extended vocabulary, appropriate for specific forms and topics.

  Example: Avoid colloquialism in most formal writing because it borders on informality and may not be understood by all. Write: *Residents were extremely upset when they saw their tornado-damaged neighborhood.* Avoid writing the informal: *Residents were pretty much beside themselves when they saw their tornado-damaged neighborhood.*

- Use precise technical or scientific language when appropriate for topic and audience.

  Example: Use the vocabulary of a particular trade, profession, or group only when writing for that specific audience. An attorney would write: *Wherefore, said Executrix prays that the Court enter an order authorizing the sale of said personal property pursuant to the provisions of I.C. 29-1-15-8.* The same sentence without legal language would say: *As the person appointed to handle the estate of someone who has died, I am asking the court for permission to sell some property that person owned.*

- Deliver multimedia presentations that:
  - combine text, images, and sound and draw information from many sources, including television broadcasts, videos, films, newspapers, magazines, CD-ROMs, the Internet, and electronic media-generated images.
  - select an appropriate medium for each element of the presentation.
  - use the selected media skillfully, editing appropriately, and monitoring for quality.
  - test the audience's response and revise the presentation accordingly.

  Example: Prepare a commencement presentation that will appeal to fellow graduates as well as their relatives and friends and to other students in the audience. Include clips of television broadcasts, videos, films, and music that were significant in some way to the class.

Standard 6

WRITING: Written English Language Conventions

Students write using Standard English conventions.

- Demonstrate control of grammar, diction, paragraph and sentence structure, and an understanding of English usage.
- Produce writing that shows accurate spelling and correct punctuation and capitalization.
- Apply appropriate manuscript conventions in writing including title page presentation, pagination, spacing and margins, and integration of source and support material, by citing sources within the text, using direct quotations, and paraphrasing.

Standard 7

LISTENING AND SPEAKING: Listening and Speaking Skills, Strategies, and Applications

Students formulate thoughtful judgments about oral communication. They deliver focused and coherent presentations that convey clear and distinct perspectives and demonstrate solid reasoning. Students deliver polished formal and extemporaneous presentations that combine traditional speech strategies of narration, exposition, persuasion, and description. They use gestures, tone, and vocabulary appropriate to the audience and purpose. Students use the same Standard English conventions for oral speech that they use in their writing.

Comprehension

- Summarize a speaker's purpose and point of view, discuss, and ask questions to draw interpretations of the speaker's content and attitude toward the subject.

Organization and Delivery of Oral Communication

- Use rhetorical questions (questions asked for effect without an expected answer), parallel structure, concrete images, figurative language, characterization, irony, and dialogue to achieve clarity, force, and artistic effect.
- Distinguish between and use various forms of logical arguments, including:
  - inductive arguments (arguments that are highly likely, such as *All of these pears are from that basket and all of these pears are ripe, so all of the pears in the basket are ripe*) and deductive arguments (arguments that are necessary conclusions based on the evidence, such as *If all men are mortal and he is a man, then he is mortal*).
  - syllogisms and analogies (assumptions that if two things are similar in some ways then they are probably similar in others.)
- Use logical, ethical, and emotional appeals that enhance a specific tone and purpose.

- Use appropriate rehearsal strategies to pay attention to performance details, achieve command of the text, and create skillful artistic staging.
- Use effective and interesting language, including informal expressions for effect, Standard English for clarity, and technical language for specificity.
- Use research and analysis to justify strategies for gesture, movement, and vocalization, including dialect, pronunciation, and enunciation.
- Evaluate when to use different kinds of effects (including visuals, music, sound, and graphics) to create effective productions.

Analysis and Evaluation of Oral and Media Communications

- Analyze strategies used by the media to inform, persuade, entertain, and transmit culture (including advertisements; perpetuation of stereotypes; and the use of visual representations, special effects, and language).
- Analyze the impact of the media on the democratic process (including exerting influence on elections, creating images of leaders, and shaping attitudes) at the local, state, and national levels.
- Interpret and evaluate the various ways in which events are presented and information is communicated by visual image-makers (such as graphic artists, documentary filmmakers, illustrators, and news photographers).
- Critique a speaker's use of words and language in relation to the purpose of an oral communication and the impact the words may have on the audience.
- Identify logical fallacies used in oral addresses including *ad hominem* (appealing to the audience's feelings or prejudices), false causality (falsely identifying the causes of some effect), red herring (distracting attention from the real issue), overgeneralization, bandwagon effect (attracting the audience based on the show rather than the substance of the presentation).
- Analyze the four basic types of persuasive speech (propositions of fact, value, problem, and policy) and understand the similarities and differences in their patterns of organization and the use of persuasive language, reasoning, and proof.
- Analyze the techniques used in media messages for a particular audience to evaluate effectiveness, and infer the speaker's character (using, for example, the Duke of Windsor's his abdication speech).

Speaking Applications

- Deliver reflective presentations that:
  - explore the significance of personal experiences, events, conditions, or concerns, using appropriate speech strategies, including narration, description, exposition, and persuasion.
  - draw comparisons between the specific incident and broader themes and to illustrate beliefs or generalizations about life.
  - maintain a balance between describing the incident and relating it to more general, abstract ideas.

- Deliver oral reports on historical investigations that:
  - use exposition, narration, description, persuasion, or some combination of those to support the thesis (the position on the topic).
  - analyze several historical records of a single event, examining each perspective on the event.
  - describe similarities and differences between research sources, using information derived from primary and secondary sources to support the presentation.
  - include information on all relevant perspectives and consider the validity (accuracy and truthfulness) and reliability (consistency) of sources.

- Deliver oral responses to literature that:
  - demonstrate a comprehensive understanding of the significant ideas of literary works and make assertions about the text that are reasonable and supportable.
  - present an analysis of the imagery, language, universal themes, and unique aspects of the text through the use of speech strategies, including narration, description, persuasion, exposition, or a combination of those strategies.
  - support important ideas and viewpoints through specific references to the text and to other works.
  - demonstrate an awareness of the author's style and an appreciation of the effects created.
  - identify and assess the impact of ambiguities, nuances, and complexities within the text.

- Deliver multimedia presentations that:
  - combine text, images, and sound by incorporating information from a wide range of media, including films, newspapers, magazines, CD-ROMs, online information, television, videos, and electronic media-generated images.
  - select an appropriate medium for each element of the presentation.
  - use the selected media skillfully, editing appropriately, and monitoring for quality.
  - test the audience's response and revise the presentation accordingly.

- Recite poems, selections from speeches, or dramatic soliloquies with attention to performance details to achieve clarity, force, and aesthetic effect and to demonstrate an understanding of the meaning (for example, stage a presentation of Hamlet's soliloquy "To Be or Not to Be" or Portia's soliloquy "The Quality of Mercy Is Not Strained" from *The Merchant of Venice*).

NOTES

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Questions?

If you have contacted your child's school and still need additional information:

Call: **1.888.544.7837**

Web site:
www.doe.state.in.us/standards

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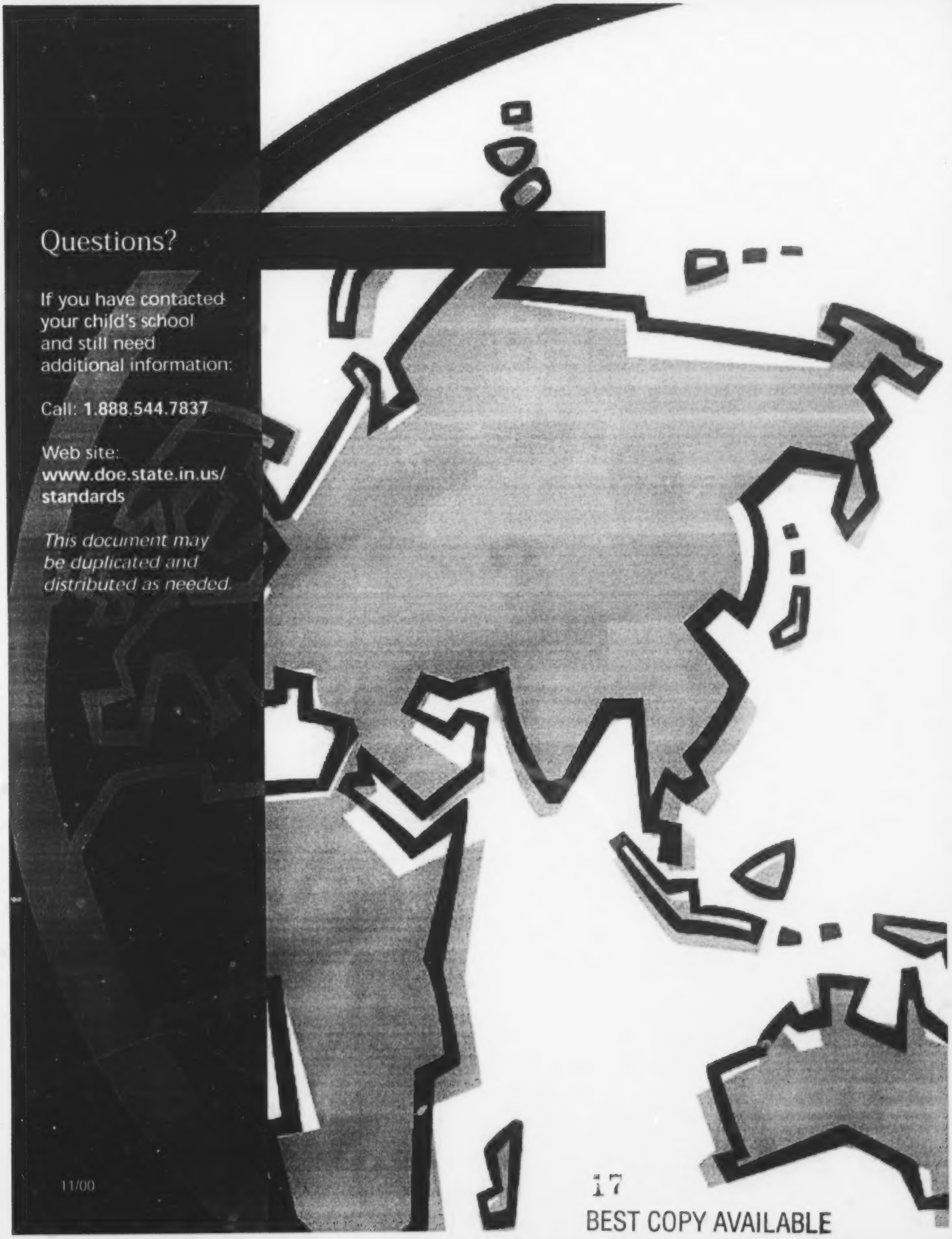

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